Code # FA12 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

x☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| x☐**New Course or** ☐ **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ART 2313

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Introduction to Graphic Design

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Defines graphic design, its application and career paths, and its role in media and technology. Topics include layout, typography, media, color, photography, illustration and technology.

It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

A grade of C or better in ART 1411, ART 1013, ART 1033.

b. Why?

In order to make full use of this course, students need basics in technology, design and drawing. It builds upon that fundamental knowledge.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Email Address, Phone Number)

Curtis Steele

[csteele@astate.edu](mailto:csteele@astate.edu)

870-972-3050

11. Proposed Starting Term/Year

Fall 2016

12. Is this course in support of a new program? No

If yes, what program?

N/A

13. Does this course replace a course being deleted? No

If yes, what course?

N/A

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

N/A

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**This course will transition students from the basic use of software to the application of complex graphic design principles as part of skillsets linked to a variety of occupations in graphic design. It specifically follows the Program Student Learning Outcomes as follows:**

Specifically:

**Problem Solving Skills**

• Projects will apply theories studied via lectures, written assignments, verbal assignments and assigned readings. Together these will expand vocabulary of visual form, its function within systems of visual communication, and teach students how to write and speak intelligently about the graphic design field.

• All exercises and projects will include conceptual skill and intellectual curiosity, as well as introduce/reinforce awareness of audience reception per strategic objective through interdisciplinary areas.

**Technical Competence**

• Student will acquire demonstrable knowledge of tools needed for the purposes of design, as well as improvement of hand-eye coordination and craft.

• Student will begin development of technical knowledge as a tool of graphic design.

• Student will also develop the act of looking and the perceptual process by applying all theories via assigned projects.

**Communication Skills**

• Proper vocabulary and methods of presentation will allow student to communicate with others in a public forum. In addition, these skills will further develop the ability to critically evaluate, research and articulate artistic output for individual improvement.

**Interpretation of Historical Artistic Skills**

• Lecture and readings will educate student regarding the lineage of relative artistic disciplines, per project. Specifically, lectures will introduce the history of graphic design, its methods, contributions, influences, and pioneers from the late 19th century through today.

**Organizational Skills**

• Time management and research skills will be reinforced by deadline-dependent grading and strict adherence to the Design Process, as well as an ongoing binder of organized notes and required social media postings.

**Collaboration Skills**

• Students will be encouraged to enhance their intellectual, creative, and conceptual problem-solving capabilities through interdisciplinary areas such as writing, business, art, art history, economics, philosopy, marketing, ethics, history and sociology.

• Through all of the above, student will engage in critical thinking skills in both a group and as an individual.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

*The Department of Art is dedicated to the creative, aesthetic and cultural development of visual art students that builds*

*upon a well-rounded liberal arts education. The faculty prepares its students to assume leadership positions in their professional lives while maintaining a commitment to the conceptual and aesthetic standards of their chosen discipline. The department develops and supports a nurturing creative community that builds confidence through academic rigor and provides an environment in which students can build and refine their craft, develop critical thinking skills, and realize their full potential.*

This course is the starting point of the student’s focused line of study. It exposes students to all areas of graphic design study at the beginning of their study at ASU. This course will prepare students for an efficient and exploratory educational experience.

c. Student population served.

Primary: BFA Graphic Design, BFA Graphic Design, Digital Design emphasis students.

Secondary: Other BFA students or Graphic Design minors who have taken Design Technology or its equivalent.

d. Rationale for the level of the course (lower, upper, or graduate).

At the 2000 level, students are still in the discovery phase of their chosen field. They are at the sophomore level, having had foundations classes including design and drawing.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**WEEK 1**

Syllabus, Lectures: Intro to Graphic Design and what a Graphic Designer can do, ART-2313

In-Class: Review of Macintosh platform, social media, and printing

Begin Project 1: What is a Graphic Design?

Students will research the many areas of graphic design and summarize the results. Each student will then create a visual symbol that attempts to “say” at least three areas of graphic design. Typography and color are not allowed. All artwork will be hand-rendered.

Readings *(supplementary information to the week’s lessons)*

**WEEK 2**

Blogs: Common Fate and Closure (Gestalt) *(weekly blogs will be via Pinterest pages of samples that illustrate these basic design fundamentals, many of which are review from previous art core courses)*

Lecture

Project 1: research proof required

Project 1 thumbnail presentations and work day

Readings *(supplementary information to the week’s lessons)*

**WEEK 3**

Blogs: Similarity and Proximity (Gestalt)

Project 1 DUE

Lecture: Introduction to type as shape vs. space

Begin Project 2: Graphic Design as an Occupation

Students will research the multiple and complementary occupations within the field of graphic design. Each student will then be assigned an area and tightly color sketch a full alphabet in a manner that would express the details of this field. The alphabet would be rendered in relation to a common baseline, x-height, cap height, etc. on a template created in Illustrator. Student will render five chosen letters in Illustrator, using the hand-rendered image as a base. Professional presentations to the class about the chosen occupation and artwork created. Dialogue expected.

Readings *(supplementary information to the week’s lessons)*

**WEEK 4**

Blogs: Figure-Ground (Gestalt)

Project 2 work days

Readings *(supplementary information to the week’s lessons)*

**WEEK 5**

Blogs: Mnemonic Device

Project 2 work days

Project 2 DUE

Readings *(supplementary information to the week’s lessons)*

**WEEK 6**

Blogs: Cognitive Dissonance

Project 2 work days

Project 2 DUE

Begin Project 3: Graphic Design Styles through History

Multiple lectures from the history of graphic design from the later 19th century (Arts and Crafts Movement) up to present day (“Post-postmodernism”) will provide overall information to the class. Each student will then be assigned a specific style and its point in history. All students will then render the same word/phrase in their specific style via Illustrator and/or Photoshop. All imagery will be Photoshopped on to digital images of t-shirts. Each student will then create a web page holding the t-shirt image and explanation of the design choices for the shirt. This also introduces students to web without coding.

Readings *(supplementary information to the week’s lessons)*

Take-home MIDTERM over readings

**WEEK 7**

Blogs: Golden Ratio

Project 3 work days

Readings *(supplementary information to the week’s lessons)*

**WEEK 8**

Blogs: Grids

Project 3 DUE: Written critique

Readings *(supplementary information to the week’s lessons)*

**WEEK 9**

Blogs: Symmetrical and Asymmetrical Balance

Lecture: Introduction to Page Layout, awareness of grid

Begin Project 4: Conveying Information in Tangible and Digital Forms

Using Illustrator and Photoshop skills, students will first combine type and image to display a message with awareness to the read of a printed page. After researching and writing some copy, student will create a print poster that explains the difference between these two key forms of graphic design. A QR code will connect to a created basic web page (no code) that will use consistent design points to relate to the printed poster. On this web page will be multiple links to further information.

Readings *(supplementary information to the week’s lessons)*

**WEEK 10**

Blogs: Chunking

Project 4 work days

Readings *(supplementary information to the week’s lessons)*

**WEEK 11**

Blogs: Exposure Effect, Consistency

Project 4 DUE: Critique

Readings *(supplementary information to the week’s lessons)*

**WEEK 12**

Blogs: Rule of Thirds

Begin Project 5: Plan Your Future, App Design

Students learn to take control of their individual futures by setting out a plan. A wire frame will be created using Illustrator to execute. This will involve further research and creative writing ability, as humor could be included in this set of choices in a future yet unseen. Academic choices, internships, resumé builders and networking, relocation for a job, and how to keep learning and improving will be the main themes, though the balance of one’s private life will also be explored. Once this wire frame is built, student will then render an app (via Illustrator, Photoshop, and InDesign) to help this future plan come to life including anything that seems helpful to the goals.

Readings *(supplementary information to the week’s lessons)*

**WEEK 13**

Blogs: Gutenberg Diagram, File Prep Checklist

Project 5 work days

Readings *(supplementary information to the week’s lessons)*

Take-home FINAL over readings

**WEEK 14**

Project 5 work days

Project 5 DUE: Professional presentation

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Exams: Midterm and Final

Blogs that exhibit sample

Readings

Projects (see above)

Brief written reports in proper academic style

Professional presentations

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Encouraged to join any AIGA- or AAF- sponsored student days where students tour agencies in Memphis or Jonesboro.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

Introduce students to the field of graphic design.

and its history via fundamental concepts expressed in multiple forms  
reinforcing skills gained in the art core classes and Design Technology (software).

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

REQUIRED (1 of the following):

*Graphic Design: The New Basics*; Ellen Lupton, Jennifer Cole Phillips; Princeton Architectural Press. 2008.

RECOMMENDED:

Thinking With Type by Ellen Lupton, 2nd edition, Princeton Architectural Pres, 2010. (legally free online)

No More Rules: Graphic Design and Postmodernism by Rick Poyner; 5th edition; Wiley, 2011.

Universal Principles of Design by William Lidwell, Kritina Holden, and Jill Butler; Rockport Publishers, 2003.

The Designer’s Desktop Manual by Jason Simmons; F+W Media, 2007.

Logotype by Michael Evamy; Laurence King Publishers, 2012.

b. Number of pages of reading required per week:

10-30 pages

c. Number of pages of writing required over the course of the semester:

Blogs and at least one written critique: approximately 5 pages.

300-word essay regarding the history of graphic design.

22. High-Impact Activities (Check all that apply)

**☐** Collaborative assignments

☐Research with a faculty member

☐Diversity/Global learning experience

☐Service learning or community learning

☐Study abroad

☐Internship

☐Capstone or senior culminating experience

☐Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Student will become familiar with design software as a tool and not the only means of creating design.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will use knowledge of programs acquired in Design Technology on specific graphic design projects. This means that they apply tech to design. They take principles and apply them using multiple solutions and then defend in front of the class during critique.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

All projects must be executed to a professional level using these programs, as represented by craftsmanship and content. A rubric is given explaining this. The successful student will pass the class with a C or better.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Student will be introduced to both print and web design.

Learning Activity:

Two projects use a WYSIWIG (what you see is what you get) site that has a free domain. Students will View Page Source to understand how code builds a site. One project is a continuation of the print design, reinforcing consistency between mediums.

Example:

**PROJECT: Conveying Information in Tangible and Digital Forms**

Using Illustrator and Photoshop skills, students will first combine type and image to display a message with awareness to the read of a printed page. After researching and writing some copy, student will create a print poster that explains the difference between these two key forms of graphic design. A QR code will connect to a created basic web page (no code) that will use consistent design points to relate to the printed poster. On this web page will be multiple links to further information

Assessment Tool:

Student will be graded according to a rubric with additional commentary from the professor, both fully explaining the grade. The successful student will make a pass the class with a C or better.

**Outcome #3**:

Students should be aware of the field of graphic design in order to better apply themselves in future studies.

Learning Activity:

**PROJECT: Graphic Design as an Occupation**

Students will research the multiple and complementary occupations within the field of graphic design. Each student will then be assigned an area and tightly color sketch a full alphabet in a manner that would express the details of this field. The alphabet would be rendered in relation to a common baseline, x-height, cap height, etc. on a template created in Illustrator. Student will render five chosen letters in Illustrator, using the hand-rendered image as a base. Professional presentations to the class about the chosen occupation and artwork created. Dialogue expected.

Assessment Tool:

Student will be graded according to a rubric plus additional commentary from the professor, both fully explaining the grade.

**For the question below (#24):**

a. **Global Awareness: Directly** This is achieved via the Graphic Design History lectures, plus explanation per research   
of global communication challenges regarding color symbolism, read of a page in relation to a language’s script, and   
cultural subtleties.

b. **Thinking Critically: Directly** Art *is* critical thinking when pushed to the levels that should be demanded at this level. Students must use the higher levels of thinking (as described by Bloom’s Taxonomy) of Analysis, Synthesis, and Evaluation when executing and critiquing artwork that solves problems creatively.

c. **Using Technology: Directly** The computer and its software are essential tools when creating graphic design. In addition, social media is used for classroom communication.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

☐Minimally  
☐Indirectly  
x☐Directly

* 1. Thinking Critically

☐Minimally  
☐Indirectly  
x☐Directly

* 1. Using Technology

☐Minimally  
☐Indirectly  
x☐Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

*Pp. 210-211, 2014-15 Catalog from Registrar*

[*http://www.astate.edu/dotAsset/d4a90777-af9a-4a6b-b188-fb994ca73636.pdf*](http://www.astate.edu/dotAsset/d4a90777-af9a-4a6b-b188-fb994ca73636.pdf) *- link provided above is no longer live*

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**Major in Graphic Design**

**Bachelor of Fine Arts**

A complete 8-semester degree plan is available at http://registrar.astate.edu/.

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| --- | --- |
| **University Requirements:** | |
| See University General Requirements for Baccalaureate degrees (p. 41) | |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| ART 1013, Design I Making Connections (See Art Major Core) | **-** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *MUS 2503, Fine Arts - Musical*  *THEA 2503, Fine Arts - Theatre (Required Departmental Gen. Ed. Option)* | **35** |
| **B.F.A. Art Major Core:**  Grade of “C” or better required for all B.F.A. Art Major Core Requirements, including prerequisites. | **Sem Hrs.** |
| ART 1013, Design I | 3 |
| ART 1033, Drawing I | 3 |
| ART 1023, Design II | 3 |
| ART 1043, Drawing II | 3 |
| ART 3033, Drawing III | 3 |
| ARTH 2583, Survey of Art History I | 3 |
| ARTH 2593, Survey of Art History II | 3 |
| **Sub-total** | **21** |
| **Studio Art Requirements:**  Grade of “C” or better required for all Studio Art Requirements, including prerequisites. | **Sem. Hrs.** |
| ART 3063, Painting | 3 |
| ART 3083, Printmaking | 3 |
| ART 3093, Ceramics | 3 |
| ART 3103, Sculpture | 3 |
| ART 3403, Photography | 3 |
| **Sub-total** | **15** |
| **Additional Requirements:** | **Sem. Hrs.** |
| ARTH 4573, History of Graphic Design | 3 |
| Art History Elective | 3 |
| **Sub-total** | **6** |
| **Graphic Design Requirements:**  Grade of “C” or better required for all Graphic Design Requirements, including prerequisites. | **Sem. Hrs.** |
| ~~ART 1413, Design Technology~~ | 3 |
| **ART 1411, Design Technology** | 1 |
| **ART 2313, Introduction to Graphic Design** | 3 |
| ~~ART 2413, Typography~~ | ~~3~~ |
| ~~ART 2423, Print and Publication Design~~ | ~~3~~ |
| ART 2443, Introduction to Web Design | **3** |
| ART 2453, Visual Thinking | 3 |
| **ART 2613, Typography and Layout**  **ART 2630, Graphic Design Admission Review** | **3**  **0** |
|  |  |
|  |  |
| **ART 3330, BFA Review** | **0** |

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**Major in Graphic Design**

**Bachelor of Fine Arts**

**Emphasis in Digital Design**

A complete 8-semester degree plan is available at http://registrar.astate.edu/.

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| --- | --- |
| **University Requirements:** | |
| See University General Requirements for Baccalaureate degrees (p. 41) | |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| ART 1013, Design I Making Connections (See Art Major Core) | **-** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *MUS 2503, Fine Arts - Musical*  *THEA 2503, Fine Arts - Theatre (Required Departmental Gen. Ed. Option)* | **35** |
| **B.F.A. Art Major Core:**  Grade of “C” or better required for all B.F.A. Art Major Core Requirements, including prerequisites. | **Sem Hrs.** |
| ART 1013, Design I | 3 |
| ART 1033, Drawing I | 3 |
| ART 1023, Design II | 3 |
| ART 1043, Drawing II | 3 |
| ART 3033, Drawing III | 3 |
| ARTH 2583, Survey of Art History I | 3 |
| ARTH 2593, Survey of Art History II | 3 |
| **Sub-total** | **21** |
| **Studio Art Requirements:**  Grade of “C” or better required for all Studio Art Requirements, including prerequisites. | **Sem. Hrs.** |
| ART 3063, Painting | 3 |
| ART 3083, Printmaking | 3 |
| ART 3093, Ceramics | 3 |
| ART 3103, Sculpture | 3 |
| ART 3403, Photography | 3 |
| **Sub-total** | **15** |
| **Additional Requirements:** | **Sem. Hrs.** |
| ARTH 4573, History of Graphic Design | 3 |
| Art History Elective | 3 |
| **Sub-total** | **6** |
| **Emphasis Area (Digital Design):**  Grade of “C” or better required for all Graphic Design Requirements, including prerequisites. | **Sem. Hrs.** |
| ~~ART 1413, Design Technology~~ | ~~3~~ |
| **ART 1411, Design Technology** | 1 |
| **ART 2313, Introduction to Graphic Design** | 3 |
| ~~ART 2413, Typography~~ | ~~3~~ |
| ~~ART 2423, Print and Publication Design~~ | ~~3~~ |
| ART 2443, Introduction to Web Design | 3 |
| ART 2453, Visual Thinking | 3 |
| **ART 2613, Typography and Layout** | **3** |
| **ART 2630, Graphic Design Admission Review** | **3** |
| **ART 3330, BFA Review** | 0 |

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| **Total Required Hours:** | **120** |

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**Minor in Graphic Design**

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| **Required Courses:**  Grade of “C” or better required for all ART/ARTH Minor Require­ments, including prerequisites (Department of Art minimum)  Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor. | | | **Sem. Hrs.** |
| ART 1013, Design I | 3 | | |
| ART 1033, Drawing I | 3 | | |
| ~~ART 2413, Typography~~ | ~~3~~ | | |
| ~~ART 2423, Print and Publication Design~~ | ~~3~~ | | |
| **ART 1411, Design Technology** | | 1 | | |
| **ART 2313, Introduction to Graphic Design** | | **3** | | |
| **ART 2613, Typography and Layout** | | **3** | | |
| Upper-level electives in Graphic Design | 9 | | |
| **Total Required Hours:** | **~~21~~  22** | | |

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**ART 1093. Elective Ceramics for Non majors** STUDIO ART. Basic exploration of techniques of clay manipulation including the use of the potters wheel. Lab assistants will fire selected pieces. May only be taken once and may not be repeated, 3 hours may be applied toward a degree in fields other than art. All other courses in Ceramics are reserved for Art Majors with all the required prerequisites. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio class. Prerequisite, permission of instructor. Fall, Spring.

**~~ART 1413. Design Technology~~** ~~Introduces students to basic levels of graphic design utilizing Adobe Illustrator, Adobe Photoshop, and Adobe InDesign software. Includes problem-solving, color theory, design file input/output techniques, and use of tools for graphic design and image composit­ing. Enrollment restricted to declared Graphic Design majors. Spring.~~

**~~ART 2413. Typography~~** ~~GRAPHIC DESIGN. Fundamentals of typography in both form and text. Emphasis on developing typographic literacy through history, type classification, letterform anatomy, hierarchy, visual structure, and how type works as a compositional element in graphic design. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites, a grade of C or better in ART 1013 and ART 1413. Fall.~~

**~~ART 2423. Print and Publication Design~~** ~~GRAPHIC DESIGN. Exploration in the underlying principles of publication design and a practical introduction to the preparation of graphic design for printing. Topics include grid theory, text and display typography, sequence, page layout, type and image integration, and printing processes. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisite, a grade of C or better in ART 2413. Spring.~~

ART 2313. Introduction to Graphic Design. GRAPHIC DESIGN. Defines graphic design, its application and career paths, and its role in media and technology. Topics include layout, typography, media, color, photography, illustration and technology. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites, a grade of C or better in ART 1411, ART 1013, ART 1033. Fall.

**ART 2443. Introduction to Web Design** GRAPHIC DESIGN. Basic concepts of designing for the web using Site Maps, Wireframes and Mock-ups; introduction to HTML, emphasizing semantic use of elements; introduction to CSS as a way to separate content from presentation. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites, a grade of C or better in ART ~~2413~~ **2613**, or permission of instructor. Fall, even.

**ART 2453. Visual Thinking** STUDIO ART. Focuses on the process of lateral thinking and the visualization of design problems and their solutions. Emphasizes effective research, imagination, originality, and execution in various media. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio class. Prerequisite, a grade of C or better in ART 1033 and ART 1013; or permission of instructor. Spring.

**ART 2503. Fine Arts-Visual** FINE ARTS. Introduction to major artists, media, styles and works of art within their cultural and historical contexts for the non-art major. Note, this course does not meet general education requirements for any degree in art. Fall, Spring, Summer. (ACTS#: ARTA 1003)

ART 2630. Graphic Design Admission Review. GRAPHIC DESIGN. Foundation Portfolio and presentation for BFA Graphic Design, BFA Graphic Design, Digital Design emphasis must pass faculty review panel to be admitted to program.  Also serves as exit review for Graphic Design minors.  It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. May be repeated only once. Prerequisites, a grade of C or better in ART 1013, ART 1023, ART 1033, ART 1411, ART 2313, ART 2453, and ART 2613. Fall.

**ART 3033. Drawing III** STUDIO ART. Students will focus on the human figure through drawing sessions employing life models, undergoing detailed studies of anatomy, and creating independent projects involving the figure. May be repeated for credit. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio class. Prerequisites, a grade of C or better in ART 1013, ART 1033 and ART 1043. Fall, Spring, Summer.

**ART 3063. Painting** STUDIO ART. Introduction to composition and techniques in painting me­dia. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio class. Prerequisites, a grade of C or better in ART 1013, ART 1033, and ART 1043. Fall, Spring.

**ART 3073. Watercolor Painting** STUDIO ART. Emphasis on the development of composition and techniques with transparent watercolor media. May be repeated for credit. It is expected that students will spend a minimum of three additional clock hours per week on work outside the